

SHAPING 21ST CENTURY JOURNALISM

Leveraging a “Teaching Hospital Model” in Journalism Education

BY C.W. ANDERSON, TOM GLAISYER, JASON SMITH AND MARIKA ROTHFELD,

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Report Summary

As the media industry evolves to meet the challenges of the emerging digitally-networked era, so too are journalism schools. Democracy and healthy local communities require this evolution. As the media industry reshapes itself, a tremendous opportunity emerges for America’s journalism programs. Neither news organizations nor journalism programs will disappear, but both must rethink their missions, particularly now that many more people can be journalists (at least, on an occasional basis) and many more people produce media than ever before.



The Walter Cronkite School of Journalism at Arizona State University (Photo credit: Sean Horan/Flickr)

Journalism education programs have an opportunity to become “anchor institutions” in the emerging informational ecosystem. Many schools have long embraced elements of this vision, but satisfying the information needs of communities will require schools to take on all the challenges of engaging as serious and valuable producers of meaningful journalism. To date, some programs have avoided or shirked these responsibilities, failing to leverage broadcast licenses as part of their educational mission or inadequately supporting the pursuit of meaningful journalism by students. A move to embrace a community news mission would add a powerful momentum to the recommendation of the Knight Commission Report on the Information Needs of Democracies that “higher education, community and nonprofit institutions [should increase their role] as hubs of journalistic activity and other information-sharing for local communities.” This call was echoed in the recently issued Federal Communications Commission report on the changing media landscape in a broadband age. Many larger schools have taken significant steps in this direction already. However, for this movement to have real impact, these changes need to comprehensively permeate all types of journalism programs. As Nicholas Lemann, dean of the Graduate School of Journalism at Columbia University, has written, “Like teaching hospitals, journalism schools can provide essential services to their communities while they are educating their students.” Just as teaching hospitals don’t merely lecture medical students, but also treat patients and pursue research, journalism programs should not

limit themselves to teaching journalists, but should produce copy and become laboratories of innovation as well. They should beta test new models for journalism and understand how journalistic ecosystems emerge as well as contribute to the policymaking process that underpins them.

For organizations that have occupied a position between journalism students and the journalism industry and have, for the most part, resided at the periphery of universities, this change will require leadership and risk-taking. For schools and programs often looked upon, sometimes disdainfully, by university administrators and other academic units as “professional programs” and considered to make only a small contribution to the overall university mission, this change provides a chance to build considerable value. Journalism education programs will likely operate within an institutional environment where financial resources will be limited and where increased legitimacy with local communities might become highly valued and university presidents could find a broader set of activities attractive. For this to occur in a cash-strapped environment, however, a shift in funding streams will be required to sustain diverse, robust journalism; community-based reporters; and research to support further development.

We call on all journalism programs within higher education institutions to:

- Increase coverage of local communities outside the university or college in conjunction with local media.
- Redraw the boundaries of journalism education so that programs provide a broader set of skills for the multiplatform (often entrepreneurial) journalist of the future.
- Extend and increase partnerships among journalism programs and other programs within the university and college.
- Collaborate with other journalism schools on state and national news bureaus.
- Collaborate on adoption of open education materials and freely licensed open software platforms.
- Experiment with ways to move aspects of journalism education to the center of undergraduate core curriculums.
- Extend and focus research towards an agenda that clearly locates journalism in relation to its role in local democracy.

We call on the media industry to:

- Make a stronger financial commitment to supporting innovative thinking, research, and curriculum development in the journalism field.
- Partner with journalism programs in providing formal internship programs and accreditation of work experience.

We call on local community foundations to:

- Provide funds for support of community media outlets through journalism programs.

We call on the federal government to:

- Create a special fund for journalism scholarships to support participation in media production, especially for disadvantaged students, through the Corporation for Public Broadcasting (CPB).
- Support new partnerships between universities and private and public broadcasting entities such as NPR, PBS, and the CPB, and also between local stations and journalism programs.
- Fund further research through the National Science Foundation to understand the role of community media outlets.
- Urge the Federal Communications Commission to look favorably on experimental license applications from journalism and communications schools to explore new forms of media distribution.

We call on regulators and lawmakers at all levels of government to:

- Regularly call on expertise in journalism schools at hearings and in requests for comments.
- Support journalism programs so that they can be fully engaged as producers of community journalism, not simply as teachers of journalists.

Introduction

In a May 2010 FCC filing that was also published as an advertisement in *Politico*, deans of thirteen of the leading journalism schools in the United States had this to say about the future of the journalism profession and the role of American universities in sustaining a healthy local media ecosystem:

For the future media ecosystem to thrive, and for a vigorous democracy to be sustained, citizens and professionals alike must possess the skills that will allow them to navigate and participate in the brave new digital world. In the information age, the United States cannot remain competitive on the international stage or culturally vibrant at home unless our citizens and professionals are digitally competent. Journalism schools have a role to play in shaping this transformative process as well.¹

Building on that call and the Knight Commission Report on the Information Needs of Democracies recommendation that “higher education, community and nonprofit institutions [should increase their role] as hubs of journalistic activity and other information-sharing for local communities,”² this report aims to serve as a snapshot of the “state of journalism programs” in the United States in Summer 2011.

The purpose of the report and its associated web resources is not merely to build a catalogue of journalism programs (though background research has required us to do that) but rather (1) to describe for policymakers, local community entrepreneurs, and journalism educators the important and significant role journalism programs can increasingly play in today’s world; (2) to recommend innovations (policy-related and otherwise) that could be adopted to further support healthy information communities; and (3) to serve as a reference document for schools that are attempting to navigate the difficult process of

professional and educational innovation in the midst of an epochal change in news-gathering and communicative practices more generally.

We are not the only ones who have observed the growth of these innovations in journalism education. As Lekan Oguntinyinbo stated recently in the journal *Diverse Issues in Higher Education*,

Like out-of-work journalists, the nation’s estimated 400 journalism schools and programs are working aggressively to reinvent themselves. They are rethinking their methods for hiring new faculty, providing free in-depth content to news organizations, partnering with foundations and corporations to develop strategies to save news outlets and teaming up with other academic divisions at their respective universities to offer dual programs.³

Though nearly all schools are innovating, we take issue with the author’s optimism that all programs are working “aggressively to reinvent themselves.” The main schools known for innovating are the well-known, “big” journalism schools. But is clear to us that **a comprehensive change in the practices and culture of journalism education must spread to all schools—big, medium, and small—in order to have the most significant impact on journalism as a whole.** Change at just the big schools, despite their leadership, is not enough.

It is critical for local democracy that journalism programs, as Ernest Wilson, Dean of the Annenberg School at USC has written, “move from rather passive observers to passionate participants in a great national debate [over the shape of journalism].”⁴ Schools need to adopt an attitude of active experimentation such that journalism (and journalism education) can emerge successfully in this changing media landscape.⁵ For that reason we have sought out examples of innovation from all schools – big and small, well known and more obscure. (Because of space limitations, this report does not mention all the innovative changes that

journalism schools and similar departments and programs are making right now and contains more detail on those who responded to our Summer 2010 survey [see *Appendices: New America Foundation National Journalism School Survey-Summer 2010*].)

The report is divided into four parts and an appendix. The first section consists of a brief outline of the demography of journalism schools and a discussion of the role played by journalism programs and education in the history of the field. We then move on to a broader overview of the state of journalism education circa Spring 2011.

Following this overview, we zero in on current examples of journalism programs becoming community information providers and the capabilities of other schools to follow those who have already made this transition. We also consider curriculum revisions, joint degree programs, and intra-university partnerships with other professional schools with an eye to how these partnerships can support schools becoming community information providers.

Third, we consider the potential for journalism schools to serve as centers for communication research, including development of the actual *platforms* for communication. We also examine the role of journalism schools in encouraging increased media literacy in general.

We conclude with some recommendations as to ways that journalism education can navigate the shifting news ecosystem.

The appendix contains additional reference information and is accompanied by a webpage located at <http://bit.ly/s4AUyz>. (The site also lists outlets unassociated with the programs but associated with the university in order to give a comprehensive view of media production capacity at universities.⁶)

Section I:

The demography of journalism education is broad

Lee Becker's 2009 survey of journalism and mass communication programs in higher education, based on a list of 483 schools, amounts to an estimated student enrollment of 200,639 undergraduates, 13,034 master's students, and 1,623 doctoral students.⁷ Since the Becker survey includes only those schools that are included in two prominent directories it must be noted that a more inclusive list would include an additional approximately 30 schools that self-identify as operating journalism programs of some sort. That said, the smallest schools will obviously have a limited capability to perform a role as community news outlets and with that in mind we have not profiled any school from Becker's survey that has less than 50 students enrolled.

The table below provides a breakdown of journalism education based on Becker's data. Much exists in smaller programs, many of which likely have not pursued accreditation.

Scope of journalism education

Type of Program	Four-year Colleges and Universities	Historically Black Colleges and Universities
Accredited	113	8
Unaccredited	334	11
Total	483	19

Student enrollment in journalism and mass communication programs	No. of Colleges and Universities
Greater than 2,000 students	12
Between 1,999 and 1,000	41
Between 999 and 500	89
Between 499 – 250	116
Between 249 – 100	126
Between 99 – 50	62
Less than 50	37

Even if one excludes the smallest schools with enrollments of less than 50 this shorter list includes 446 universities and colleges. The amount of journalism these programs could produce is considerable.ⁱ

We must caveat this optimism, though, as we recognize that a majority of the programs we list are unaccredited and some provide only a minor. Many are potentially under-resourced and thus will find it very challenging to take on a significant investigative role in a community media ecosystem.

However, with the low costs associated with publishing in the digital age and the existence, at many universities, of radio stations, cable studios, and public television stations, we believe that a particular opportunity to participate in community-focused journalistic endeavors now exists for schools that have a mission to teach journalism skills.

Diversity in journalism education

The nature of the university as a space of diversity—in everything from race to political ideology to economic status—also has implications for journalism education and journalistic production at the university level. School-wide media diversity is a natural consequence of the diverse nature of the university. News is produced for and about different subsets of the population. A positive correlation or possibly a consequence of this embracing attitude toward diversity has been an appreciation of and openness towards diverse platforms and formats of journalism—whether it is

experimenting with digital media, social media, or something else.

However, this diversity does not mean that open, diverse approaches and necessary resources are evenly distributed throughout the world of journalism education. In minority-based institutions such as [Historically Black Colleges and Universities](#) (HBCU's), there is often a noted lack of resources alongside a demonstrated potential for media diversity.⁸ That said, there is a robust journalism program at the HBCU [Florida Agricultural & Mechanical University](#); journalism students there oversee no less than six different platforms. With respect to Latino media, The University of Texas at El Paso operates [Borderzine](#) a bilingual web outlet, and [El Nuevo Sol](#) (profiled later in the report) is produced by California State University Northridge.

There are also wire services that aggregate content produced by minority students: the [Black College Wire](#), established in 2002, and the newly re-launched [Reznetnews](#), a project of the [University of Montana School of Journalism](#) that serves to support and share student reporting on the Native American community. These efforts and more are extensively documented by the [Forum on Media Diversity](#), a project of [Louisiana State University](#).⁹

Nevertheless, journalism hiring tells a different story than the aspirational view that universities can encourage diversity in journalism simply by being diverse themselves; according to Lee Becker of the University of Georgia, who conducts the [Annual Survey of Journalism & Mass Communication Graduates](#) each year, the gap between the level of employment of non-minority and minority graduates in 2009 was the largest ever recorded in the graduate survey.¹⁰ For a journalism career to be attractive to minority candidates, this gap needs to be closed.

ⁱ Our research does not extend to the licensees of all 886 broadcast radio licenses or the 92 broadcast television licensees operated by higher education institutions, nor does it include the full set of 204 four-year higher education institutions that have been identified as operators of access cable channels.

Revenue and cost pressures in the academy could support a stronger community mission for journalism education

The high fixed cost structure of modern higher education that drives tuition fees is likely to pose a major challenge for universities and by extension journalism schools.¹¹ Add to this the low ratios of instructors to students required for journalism teaching and the costs of labs for e-publishing and radio and video production and the attractiveness of the major to the university as a whole is lessened. In effect, journalism majors are more expensive than other humanities majors.¹²

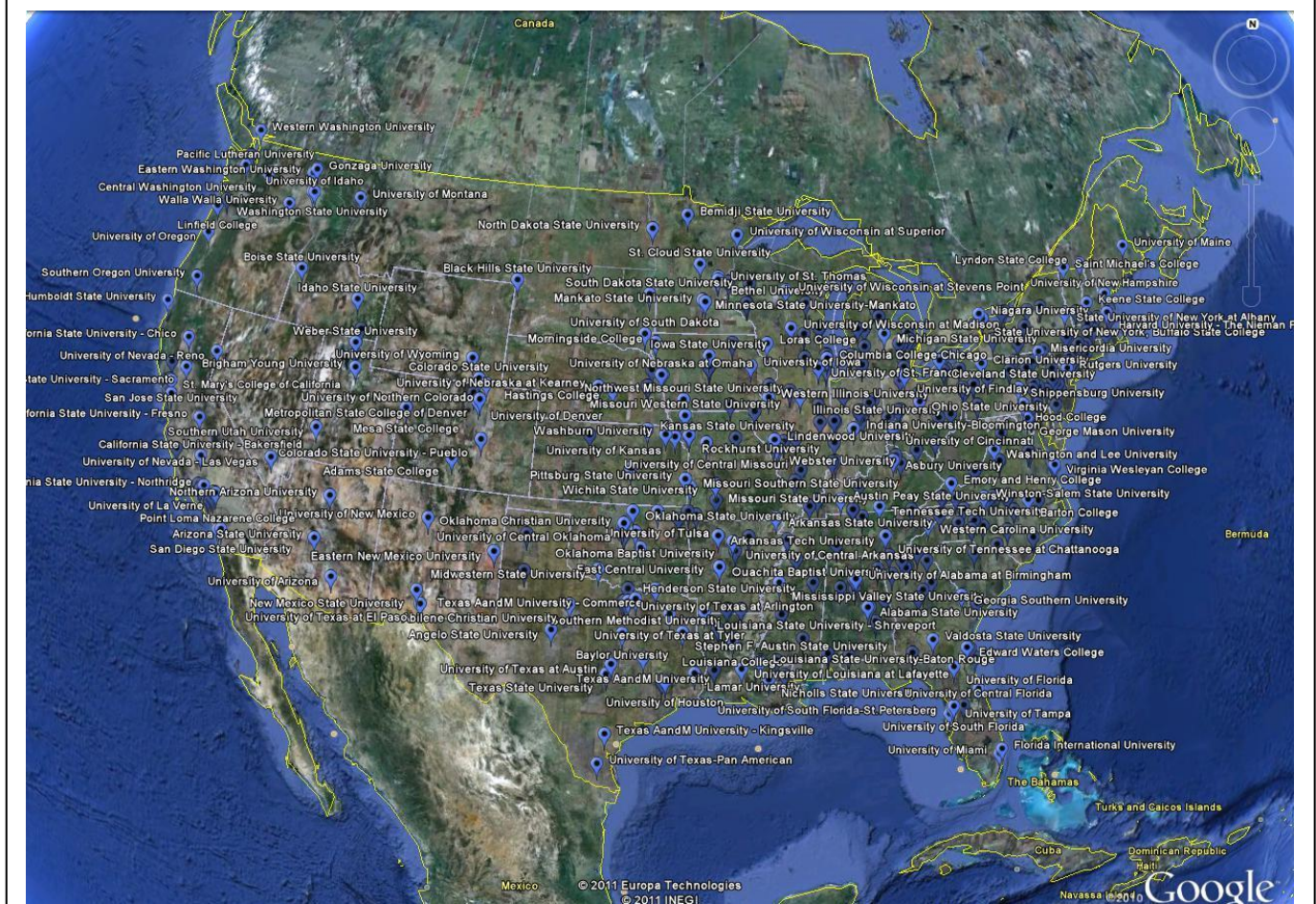
One possible escape from this problem is an increase in fees, of course. While this may have

been a possibility in the past, however, the bleak outlook for high-paying employment for journalists sets an effective upper limit. According to Becker's survey,

The level of full-time employment for bachelor's degree recipients in 2009 when they returned the questionnaire was 55.5%, which was down significantly from the figure of 60.4% a year earlier. Such a low level of full-time employment has never been recorded since 1986.¹³

In addition, the median salary for journalism and mass communication bachelor's degree recipients in 2009 with a full-time entry-level job was \$30,000.¹⁴ In this economy, entry-level salaries are not high enough for graduates to be able to easily pay down loans without further support. In short, the scope for

Higher Education Journalism Programs in the United States



tuition increases above the rate of inflation is limited, and financial support from all sources is likely to be constrained in the near future.

The student loan reform bill that passed in 2010 has given the Federal Pell Grant Program a significant amount of new funding — a development that could have positive implications for journalism programs constrained by their (now) financially cautious universities.¹⁵

With critiques of university cost structures being published widely, cost savings may be sought. An alternate path, however, is for programs to think deeply about how they can raise the value of what they do for both their students and the local community.¹⁶ Started in 1985, the Campus Compact, an initiative of higher education institutions, has encouraged development of programs where students participate in service projects such as tutoring, construction, environmental safety studies, and social service.¹⁷ Journalism programs were not explicitly considered in this effort and have only been tangentially engaged, but it is increasingly clear that they have the potential to expand into this realm.¹⁸ Exploring journalism as community service is something journalism programs should actively explore.

An opportunity for journalism education to lead professional innovation and thought leadership

In February 2010, [University of Minnesota Journalism School](#) Professor [Seth Lewis](#) said:

a wider debate about journalism education might lead us to ask some soul-searching questions, beginning with the existential one: What is journalism school *for*, anyway? If J-schools historically looked to the industry for leadership and jobs for their graduates, how should they orient themselves now? What happens when much of our journalism education has been built up around the

Community journalism

Community reporting projects are part of the official curriculum at many schools of journalism. The [East Tennessee State Journalism](#) concentration's senior capstone course leads to the production of an annual bilingual news tabloid that is distributed in regular editions of regional newspapers.

At the [Canisius College Journalism](#) program, which grew from a concentration into a full-fledged major in Fall 2010, each student is required to complete a community-based multimedia capstone project. And the University of Alabama offers a one-year [Community Journalism](#) master's degree where degree candidates learn directly as interns in the newsroom of the [Anniston Star](#). As we noted above, however, the mere existence of "actual" reporting projects at journalism schools is not necessarily new; what is new are the underlying *purposes* of these projects, their ambitious scope, and the notion that they function as genuine news institutions, not simply class projects. In this sense, the large, wealthy journalism schools are leading the way. To build a genuinely healthy information ecosystem, however, journalism schools everywhere must catch up.

Experiments in Northern California

The [University of California-Berkeley](#) has also made community coverage a priority; for the past three years, with funding from the Ford Foundation, students in reporting classes have produced content for three regional news sites covering [Oakland](#), [Richmond](#), and the [Mission District](#) of San Francisco.

According to Dean Neil Henry, [Berkeley Graduate School of Journalism](#) is actively engaged in becoming a news provider itself: "With the local news industry in crisis in the Bay Area, we have been working aggressively to help fill gaps in local news and explore new media engagements with the public." The Berkeley J-School collaboration with [The Bay Citizen](#), which has many partners, including [The New York Times](#) and [KGO NewsTalk AM 810](#), has been cited as an example of forward thinking.

(See following sidebars for similar examples.)

“newsroom paradigm” of training 20-somethings to operate in a traditional organizational setting ... At a time when the future of higher education itself is in major flux, what becomes of journalism education’s place in the university and society at large?¹⁹

Lewis’s soul-searching inquiry was one of the more polite critiques. All across the Internet in 2009 and 2010, a wide range of voices engaged in the debate.²⁰

But questions about the relationship between journalism programs and the news industry and the value of a journalism degree are not new. In fact, they have been part of the dialogue about journalism since at least the dawn of the 20th century. Joseph Pulitzer’s 1902 plan to endow a school of journalism at Columbia University occasioned much dialogue, both inside and outside the news profession and the academy.²¹ As the director of publicity for that very same [Columbia University Graduate School of Journalism](#) admitted to the *Evening Independent* of St. Petersburg, Florida in 1934,

newspapermen are born, not made, although some of the others manage to get along.²²

The precarious place of journalism education stems, in part, from the unusual nature of the journalism profession. Most sociologists argue that professional education often serves primarily to restrict the credentialing of professional employees, limiting the number of certified practitioners and thus creating a monopoly on both credentialing and on professional knowledge itself. With respect to journalism in the United States, First Amendment considerations obviously prevent journalism schools from practicing such credentialing, unlike, for example, law and medical schools.

Nevertheless, credentialing is not the *only* function served by professional schools. As sociologists of professional knowledge recognize, educational institutions themselves partly shape the definitions

Experiments in Southern California

The University of Southern California (USC) is a champion of digital hyperlocal projects, such as the 24/7 online service [Neon Tommy](#), [Intersections: The South Los Angeles Report](#), digital magazine [Watt Way](#), and [VozMob](#) (profiled later). Interviews with the editors and founders of both Neon Tommy and Intersections: South LA revealed interesting similarities and differences between new projects, even at a single university. According to Neon Tommy’s former editor, Callie Schweitzer, this popular website covers both local and national news and aims to put a local spin on national news. Intersections: South LA, on the other hand, is resolutely local and bottom-up. According to the site’s director, Willa Seidenberg, the site spends a significant energy training South Los Angeles residents in media literacy in addition to its hyperlocal coverage.

Another intriguing project of USC’s is the [Alhambra Source](#), an online-only forum for original reporting and local event announcements. What is unique is that this site addresses the specific needs of the LA-adjacent Alhambra community by providing content in English, Spanish, and Chinese (Mandarin). Of the many multimedia projects and hyperlocal collaborations that we have encountered while writing this paper, relatively few have successfully crossed the language barrier and reached out to multiple demographic groups in a single community.

Experiments in New York

Community coverage initiatives that have garnered a lot of press attention are a recent series of partnerships with the *New York Times*. Since March 2009 The [City University of New York Graduate School of Journalism](#) (CUNY) and the Times have been collaborating on [The Local: Brooklyn](#), which serves residents of Fort Greene and Clinton Hill in Brooklyn. Starting in January 2010, responsibility and management of *The Local: Brooklyn* was fully assumed by CUNY, although the content continues to be hosted on the Times’ web site. In February 2010, NYU and the *New York Times* entered into a similar collaborative partnership for coverage of the East Village, which launched Sept. 13, 2010. (These experiments represent only part of what is happening at these schools. NYU also operates [Scienceline](#), [Pavement Pieces](#), and [Shoe Leather Magazine](#). CUNY has its [NY City News Service](#) [operating since January 2007] and [219 West TV Magazine](#).) Most recently, The Graduate School of Journalism at Columbia University launched in October 2011 a beta version of [The New York World](#).

of professional expertise and the boundary markers that certify where one occupation begins and ends. Schools not only certify entrance into an occupation, but they also help define what that occupation is. They define and create the curricula students need to master.

One example of an aggressive attempt to grapple with the institutional implications of the post-analog era can be found in the “[I-schools](#)” movement, a controversial reform movement within the fields of library and information science (where the “I” refers to “information”).²³ As the *Library Journal* described it in the fall of 2007,

in a sign of further potential divergence between more traditional library schools and those also identified as information schools, a group of 19 I-schools in the United States and Canada—14 of them with programs accredited by the [American Library Association](#)—today announced themselves as the ‘[iCaucus](#),’ with a major branding and marketing communications program.²⁴

Certainly, such aggressive branding will stir significant controversy. At the same time, however, it can be seen as a non-normative case study of the manner in which particular disciplines at the forefront of the digital transition have sought to navigate rocky waters.

One last aspect of the general structure of journalism education in the United States is noteworthy. Although graduate journalism schools of national reputation remain the most widely discussed bastions of journalistic learning, the bulk of journalism education is local and often housed in a eclectic variety of undergraduate institutions (from Departments of English to Mass Communication to Rhetoric). The late Professor [James W. Carey](#) attributed this odd and idiosyncratic mix to the influence of state press associations on the profession in the early decades of the 20th century.²⁵ For the purposes of this

Experiments in Philadelphia: Temple University’s Multimedia Urban Reporting Lab ([MURL](#)) the main publication is [Philadelphia Neighborhoods](#), a senior capstone course for undergraduate students pursuing degrees in journalism. The capstone focuses on doing “real journalism” that has a local presence in its reporting practices as well as writing stories that have a good chance of being picked up by other regional newspapers. Philadelphia Neighborhoods has established a brand of “telling stories that don’t get told in the legacy media,” according to dean Thomas Jacobson. As of 2010, a new partnership with the William Penn Foundation has allotted \$2.4 million to establish an organization designed to strengthen public interest journalism - that is, professional journalism that incorporates its citizens. Temple is also beginning a program of journalism training for alumni who want to update their skills, as well as for anyone else in the community interested in learning about journalism.

Experiments in Texas

[Reporting Texas](#), run by [UT-Austin](#), serves as an open-source news service and outlet with links and partnerships to local news media outlets such as the [Austin American-Statesman](#) and [KUT News](#). Making use of their location in the state’s capital and the journalism program’s emphasis on community journalism, students often serve underrepresented groups and issues that make their way to local television, radio, and print news outlets that do not have the resources to cover such topics. The community journalism emphasis stresses what happens at the local level in Austin and what has larger impacts in other areas. Currently in its third semester, Reporting Texas has, according to one student in the journalism program, enhanced the program by pushing students to become better reporters and by encouraging professors to engage their students more. The outlet has been steadily growing in participation from undergraduate and graduate journalism students and is expected to become a required course in the fall 2011 semester for upper-division undergraduate students, engaging them in the reporting and packaging of news stories. Attempts are also being made to explore and experiment with social media in news.

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paper, the implications of the localization of journalistic training may lie in the weaknesses of a highly heterogeneous, unwieldy agglomeration of schools, as well as the concomitant strength of operating in a series of locally vested institutions with the potential to play a significant role in the shaping of local information ecologies.

What does all this mean for the leaders of today's journalism programs? What are the lessons of the I-school movement, and of the history of the professions more generally? We argue that in this moment of industry crisis it is important to engage in a sharp and serious rethinking of the intellectual horizons of journalism schools – what these schools teach, what they require their students to do, and what their role within the larger university setting is.

It must also be noted that deans of journalism programs are not the only ones making critical decisions in the midst of this turmoil. There are other parties interested in the future media ecosystem. Journalism programs can aid these interested parties—such as federal regulators and lawmakers—in making key decisions. Building on the letter cited above to the FCC from the deans, representatives of journalism programs can play an even more active role in providing authoritative sources at hearings and comments on federal actions regarding the future of media.

Mapping innovation

Though journalism programs often do not own an outlet like a commercial broadcaster, with exceptions such as the University of Missouri (see below for more on this school), many, as a result of the lower barriers to entry, could now consider operating a web-based outlet with a relatively small amount of incremental investment. In addition, programs could play a significant role through their university, which sometimes has an association with a radio or a television broadcaster. Moreover, doing so would likely aid them in understanding

Multi-organization Collaborations

A particularly ambitious experiment is [The News Outlet](#). This is a collaboration between Youngstown State, Kent State and The University of Akron in Northeastern Ohio and four media partners ([WYSU-FM radio](#), [The Vindicator](#), [The Akron Beacon Journal](#) and Rubber City Radio). According to a paper by Francisco, Lenhoff and Schudson, *The Classroom As Newsroom: Leveraging University Resources for Public Affairs Reporting*, this effort, focused on first-generation college students, has created a virtuous circle. Outlets contribute sweat equity and get the benefit being able to run stories first whilst interns are paid through a grant from a local community foundation. The universities benefit by offering an educational experience where stories are developed using a multi-platform approach.

Types of community journalism

Clearly there are different ways that J-Schools can embrace the community “teaching hospital” model. USC focuses on stand-alone websites, some of which are more local and others more national in scope. Based in the media capital of the U.S., New York City schools have emphasized *partnerships* with major media organizations, as has [UT-Austin](#), and the Northeastern Ohio experiment. Columbia College in Chicago (mentioned later) is pioneering outreach.

As we have already noted, there is much about such partnerships that is not strictly new; journalism students have always covered their communities. What is unusual about this recent news is the combination of where the content is published (e.g. on the web page of the *Times*) and the delegation of the control over the projects to these schools.

As Jay Rosen notes, [The Local: East Village](#) is as much an online startup as it is a news organization, with much of the innovative institutional energy being supplied by the schools themselves. And in the case of both the Brooklyn and East Village projects, the *New York Times* is hosting unique forms of networked journalism under its own digital banner. It is this fact, perhaps more than any other, that marks a fundamental shift in the structure of the journalistic educational enterprise.

the range of skills and knowledge required of journalists in the new ecosystem.

Broadcast and Cable Capacity in Universities with Journalism Programs

	With Radio License	With Television License	With Cable Access Channel
Accredited Programs	80	21	25
Unaccredited	148	17	49
Total	228	38	74

As [Nicholas Lemann](#), dean of the Columbia University Graduate School of Journalism, has argued,

journalism schools ought to explore, and are already exploring, the possibility of becoming significant producers of original news reporting to make up for the loss of the reporting that economically devastated news organizations can no longer afford. Journalism schools and departments are practical-minded, often to a fault; they are oriented toward sending their

students out to report under faculty members' direction. The advent of the Web has made publication and distribution of the fruits of students' reporting easy and inexpensive.²⁶

In short, he concludes, journalism schools must function as the communication equivalent of "teaching hospitals."²⁷ Universities already serve as knowledge bases, with sources for journalistic context in almost any field of study in the form of professors and researchers. In this way, journalism schools naturally have the resources to be strong content providers; they simply need to take advantage of those resources.

Journalism programs can serve as community information providers in two main ways: curricular and extracurricular. As part of their educational efforts, journalism schools can require their students to engage with their communities as reporters.²⁸ At the same time, most universities have newspapers and other forms of student-run media that cover not only their students, but also the larger

International reporting and local communities

One particularly interesting example of international reporting comes from the journalism program at the [University of Alaska-Fairbanks](#), where in 2009, a group of three university-sponsored student journalists traveled across the world to provide their community with local coverage from Iraq. While they were there they embedded with soldiers from their local community and send reports back to be published in mainstream news outlets, as well as the student newspaper. Department Chair [Brian O'Donoghue](#), who went with the students, considered this unique trip to be justified as a public interest service because the mainstream media had cut back war coverage and had stopped doing embeds during this tour of duty.

The [Pulitzer Center on Crisis Reporting](#) based in Washington D.C. has embraced an educational mission as part of its reporting of under-reported topics. It has created a campus consortium of 10 universities that commit funds and engage its reporters with a student based at the partnering university. This person acts as a campus liaison (some of whom intern in Pulitzer's D.C. office) or reports on the domestic component of an international story as one intern did in 2010 by interviewing members of Sudanese diaspora in D.C.

In 2011, [Colorful but Colorblind](#), a project aimed at remedying anti-Roma stereotyping, was honored with an award by the Society of Professional Journalists. The project of the [School of Communication at the University of Miami](#) and the [Knight Center for International Media](#) leveraged faculty and student input alongside local national partners across Eastern Europe.

As these examples illustrate, although one might initially consider the journalism that is important to communities to come from stories locally, in today's interconnected world such a local focus can result in journalism well beyond narrow geographic limits.

communities in which universities are embedded.²⁹

As staffing levels at local newspapers shrink, journalism schools are increasingly assuming this role in their own right.³⁰ In some cases, this reporting is not merely complementary to existing outlets but has filled a gap that either was never served or has newly emerged. That said, many schools and programs are not operating at the scale they could. It is also important to keep in mind that many journalism students have always covered communities outside the ivory tower; what is new in 2011 is not the act of covering a community but rather the increasingly central part played by that coverage in the larger media ecosystem, as well as its greater appearance in traditional media outlets.³¹

In addition to community coverage that is mandated by journalism programs themselves, many if not all student newspapers, radio stations, television newscasts, and other media provide at least some coverage of the community at large. These extracurricular college news outlets are either completely integrated into and funded by the school, at least partially funded by the school but editorially independent, or completely independent.

Obviously, the relationship between universities and student journalists is complicated— independent student media often do not want to compromise the authority and objectivity of their coverage by ceding control to the university—but there are examples of newspapers and radio stations across the country that are striving to balance journalistic independence with a valuable association with university administration.

Of course, the division between journalism education programs and media outlets is not always clear. Indeed, many journalism students have traditionally worked and continue to work as interns or staffers for local news outlets, either to get academic credit or independently from their coursework.³²

Print and multimedia initiatives

On the one hand, internships in journalism education persist as an extracurricular activity that is basically required to get a job in the industry.³³ The [Mass Media Department at Washburn University](#), like many others, requires majors to complete an internship in the community.³⁴

On the other hand, rather than send students elsewhere to produce original reporting published on outside news outlets, one approach is for students to produce content at school that is then distributed through industry news outlets. Another avenue of university-based community journalism (and perhaps a more significant undertaking, because it requires university-funded infrastructure) involves creating an online space to serve as a repository of original journalism for the benefit of the community surrounding the university. The most recent example of this is [Arizona State University Walter Cronkite School of Journalism and Mass Communication's Cronkite News](#), for which students work under the supervision of journalists on the ASU faculty. Similar programs include [Florida A&M \(FNN: FAMU News Network\)](#), [Boston University's Department of Journalism \(The BU Student Showcase\)](#), and the [University of Texas at Austin School of Journalism's Reporting Texas](#), which accepts students' submissions that are produced either in class or outside. In 2009 [Florida International University](#) launched a "news sharing" system with three other newspapers in South Florida.³⁵

In a politics-based vein, George Mason University's [Mason Votes](#) is a website with student staffers that covers local and national elections. In America's northern neighbor, [Ryerson University's School of Journalism](#) partnered with Toronto's [OpenFile.ca \(@Open_File\)](#) to produce community-based coverage of the 2010 municipal elections—student multimedia content was published on OpenFile's [election page](#).³⁶

On a national scale, some news organizations are taking advantage of the resources offered by J-schools by recruiting students as real reporters,

[United Press International](#) (UPI) started [UPIU](#) in 2008 as a site for mentoring journalism students worldwide alongside the opportunity to earn a UPI byline credit.³⁷ More recently, CNN and AOL's [Patch](#) have pursued this idea. As part of CNN's user-generated site [iReport](#), CNN iReport University will solicit Student iReporter applications from the pool of final-year J-school students.³⁸ Meanwhile, AOL's new hyperlocal subsidiary Patch has announced that journalism schools across the country will form partnerships with their local Patch online publications, which will form the PatchU network; the 13 journalism schools currently participating in PatchU include CUNY, University of North Carolina, and Northwestern.³⁹

Radio initiatives

According to a 2006 survey, university licensees constitute 63% of all NPR member stations.⁴⁰

Overall, approximately 60% of university licensee stations have students working in the news or music department as part of a curricular program for money or academic credit.⁴¹

This survey indicated that few NPR stations currently have more than a few dedicated full-time reporters, producers, or editors, although "most stations have explicit plans to expand local news coverage and are active in the production and use of local news."⁴² One in three have no full-time reporters. This suggests that despite their aspirations, public radio capacity licensed to universities is under-utilized.

In terms of organizational models for campus radio, there are several options.⁴³ On one end are schools that integrate it deeply into their programs. USC Annenberg runs a show called Annenberg Radio news on Tuesday and Thursdays during spring and fall. The Missouri School of Journalism offers classes where students work under the direction of broadcasters who are faculty members.

At a grassroots level, the [Prometheus Radio Project](#)

Student engagement in schools with radio licenses varies greatly

At one end lies [KJHK](#) at Kansas University, which has journalism students contribute newscasts on a daily basis and recently won Society of Professional Journalists (SPJ) awards, and [UT Austin](#), where a partnership has recently been formed with KUTNews to permit students to gain experience as well as a campus radio station, and where [KVRX 91.7 FM](#) is integrated into the journalism school as part of the [Texas Student Media](#) umbrella organization. At another end are schools where the radio stations do not appear to see any special role for students. At the NPR affiliate at [Duquesne University](#), the decision has been made to sell the license for [WDUQ](#) despite having a streaming-only service, [WDSR](#), operated by students. Sold in 2009, KTXT at [Texas Tech University](#) was transferred to [KOHM-FM](#) as the cost of operation was deemed too high.

Though the sale of stations seems more prevalent at universities that don't have journalism programs, with [KUSF](#) at the [University of San Francisco](#), [KTRU](#) at [Rice University](#), [WNAZ](#) at [Trevecca Nazrene University](#), and [WRVU](#) at [Vanderbilt University](#) having been sold or in the process of being sold, it is clear that universities and colleges are prepared to let stations go.

The impending sale of [WHIL](#) by [Spring Hill College](#) to the [University of Alabama](#) suggests that even colleges with journalism programs can fail to appreciate the role stations can play for the university and local community and the ways that students can contribute to their mission.

These events have provoked media activists to write to FCC Chairman Julius Genachowski to stress that the loss of non-commercial educational (NCE) radio stations at colleges presents a national crisis and request that he hold an FCC hearing on the issue.

offers opportunities for partnership with the community surrounding a university. Prometheus's goal is to support community radio free from corporate control. (Low Power FM [LPFM] licenses are granted by the FCC to educational non-commercial stations only.⁴⁴) One such LPFM station is [Bluffton University's WBWH 99.3 FM](#) in Ohio, which "gives students the opportunity to experience all of the responsibilities and privileges of broadcasting."⁴⁵ The Prometheus Project is emblematic of the applicability of LPFM and community radio in general for journalism programs.

In this vein of greater access and community interaction, some radio stations have also experimented with different platforms, switching over to a live online stream either to supplement the traditional broadcast or to provide an Internet-only operation (e.g. California State University at Fullerton's [Titan Radio](#), Boston University's [WTBU](#), Webster University's [Galaxy](#), and the University of Louisville's [WLCV Student Radio](#)). Convergence with other platforms can also yield results for radio news coverage; maximizing small staff sizes to easily translate stories on televised news programs, for example, into radio content. One such effort will begin next year at Valparaiso University's The

Serving Hispanic communities

[El Nuevo Sol](#) was born as a small insert in the California State University Northridge (CSUN) student newspaper, the *Daily Sundial*. The initial idea was to dedicate part of the newspaper to the large Latino population on campus and in the community and to connect students to Latino culture in their community.

In 2003, *El Nuevo Sol* became independent and began producing newspapers for the Latino population on campus, then expanded to reach the San Fernando Valley, then the greater Los Angeles area, and now, with its new multi-media format, any Spanish-speaking community in the world. *El Nuevo Sol* is moving away from traditional media practices and is focusing more on integrating social media and online resources in their coverage. They have been successful in creating projects that explore areas that get little to no coverage in mainstream news, specifically, stories that are important to the Latino community but are not covered by regional Spanish news channels. *El Nuevo Sol* has covered topics from HIV/AIDS to domestic violence and is currently focusing on food justice. Essentially, students working on *El Nuevo Sol* take broader social issues and connect them to their own community. Through their reporting, they help communities that otherwise would not have access to the information or the stories they report on.

Copies of *El Nuevo Sol* are distributed to CSUN students as well as local educational institutions, communities with a high percentage of Spanish speakers, community centers, and cultural centers. Additionally, community organizations that work on issues that *El Nuevo Sol* covers will purchase copies to distribute to their constituents. Chair of the Department of Journalism at CSUN and *El Nuevo Sol* adviser José Luis Benavides says that his goal for *El Nuevo Sol* is to engage other schools and work together to create more Spanish media outlets for Latino communities around the country. Benavides explained, "We need people in our communities to be constantly writing." He envisions "a consortium with a hyperlocal presence, a much more youthful outlook, and [an outlet based] heavily on social media use." Benavides explained, "Local news is very important. You cannot have a television show that is operated out of Dallas that serves California communities. You need local content and local reporters who care."

[Northwestern News Network](#) is the student television news and sports operation hosted by the Medill School of Journalism at Northwestern University, reporting on events that occur at the campus, local, national, and global level. A developing project for the network is [Noticiero](#), a Spanish-language news production. *Noticiero* was a student-initiated venture that began in 2010 to address the local news needs of the expanding Hispanic population in Evanston and has been receiving a growing audience via its online outlet. Larry Stuelpnagel, the network's faculty advisor, has stated that he hopes *Noticiero* within the next year will air on Evanston Cable Channel 6 like the network's news and sports productions.

Source 95.1, in which content produced on the radio will be shared with television news production efforts, which began in the 2010-11 academic school year.

On the other end of the spectrum, however, are many low power campus stations that operate on a much smaller scale. Many of these are simply outlets for student music DJs and nothing more.

Regarding the interaction among stations and schools/departments, the 2010 annual report of the [University Station Alliance](#) it was reported that only 38% of stations work with licensees' journalism schools and departments.⁴⁶ Such a gap indicates a potential area of opportunity in which journalism students can create news programming for their school's radio stations.

It is important to note that campus radio can follow one of several paths, ranging from the quirky rebel outfit to the straight news NPR affiliate, and that is not a bad thing. Success is not quashing the eclectic nature of campus radio, but maximizing a campus station's ability to provide information to the community in a way that is right for that particular community.

Television initiatives

As with radio, television as a community news outlet is complex. The [Missouri School of Journalism](#) at the University of Missouri, the only university to operate a commercial television station, operates [KOMU](#), but often student TV stations are limited to a campus network. These stations try to expand their reach through other platforms. Elon University's [Phoenix 14](#) is broadcast on the Campus Channel, while clips are posted on YouTube and transcripts posted on a website, and Boston University's [BUTV10](#) is also available streaming online. However, once a school acquires a cable access channel and has the appropriate resources, the opportunities for community coverage are significant.

Many schools have cable networks for their campuses, and at least 74 have pursued the cable access route in covering their communities.⁴⁷ Florida A&M University houses [FAMU-TV 20](#), an educational access channel on cable television that reaches more than 80,000 households in Northern Florida on Comcast; the station's programming includes student-produced newscasts.⁴⁸ And starting in fall 2010 at [Fordham University's Department of Communication and Media Studies](#), students will produce a show covering neighborhood news that will air on local public access television.

Diversity and media production in the journalism programs

There are examples of journalism programs making an effort to promote diversity as much as possible, whether the effort takes the form of research centers, campus publications on a variety of issues, or industry partnerships. From a research perspective, Louisiana University leads the way. [LSU's Manship School of Mass Communication](#) runs the [Forum on Media Diversity](#) to support research and dialogue on diversity in the field. Similarly, San Francisco State's [Center for Integration and Improvement of Journalism](#) creates research and programs aimed at "recruiting, retaining, and revitalizing journalism and journalism educators."⁴⁹ In terms of media production, examples range from the hyperlocal (e.g. East Tennessee State's bilingual news tabloid) to the national web platforms used by many schools, such as [RezNet News](#), [Black College Wire](#), and [Borderzine](#), which serve Native American, black, and Latino students and student journalists, respectively. In addition, industry partnerships aid diversity in both educational and professional settings. [California State University at Chico Department of Journalism's MediaNews Group Journalism and Diversity Partnership](#) allows the university to provide scholarships and mentoring for qualified minority candidates. With the same goals of Chico State's industry partnership, the [Emma L. Bowen Foundation for Minority Interests in Media](#) provides

scholarships and other resources for minority youth pursuing careers in media. The foundation partners with [companies](#) to provide internship placements, but there is currently an unfilled role for journalism programs to collaborate with foundations such as this in supporting diversity in journalism programs and in the industry.

Section II: Infrastructure for teaching and news production

Curriculum revisions and joint programs

Perhaps the most passionate discussions about the role of journalism programs in the new media ecology revolve around curriculum changes, including partnerships with other schools and departments. Because what students learn is intimately bound up into the kinds of skills they are expected to have as professional-employees, and because a school's curriculum touches on nearly every aspect of institutional governance – what professors to hire, how tenure should be granted, and how to allocate budgetary resources – curricular revisions are often a fraught process.⁵⁰

The best journalism schools both *teach* and *train* journalists. Fundamentally, their pedagogical mission is not simply to help students master basic newsroom techniques but to teach them how to bring deeper context to news reports. Thus, journalism programs have primarily engaged in curricular revisions in three ways. They have added digital media skills courses, often while eliminating or consolidating traditional genre specific requirements.⁵¹ They have entered into joint degree partnerships with other departments and schools in the university.⁵² Finally, they have added boutique “entrepreneurial journalism” or “studio journalism” classes to the regular mix of subjects taught.⁵³

Two different approaches to the dilemmas posed by digital convergence can be seen in the revisions recently undertaken by the CUNY Graduate School of journalism and the [Missouri School of Journalism](#). Both schools have maintained “track specific” faculty and equipment (print, broadcast, radio, and so forth). At CUNY, however, students are allowed to design a sequence of skills classes that fit their interests without ever declaring their allegiance to a specific track.⁵⁴ At Missouri, on the other hand, “instead of moving to a convergence-based media program as some journalism schools have done, MU

Reporting Bureaus

An emerging trend in journalism programs is the creation of wire services. [The College of Journalism and Mass Communications](#) at the [University of Nebraska at Lincoln](#) started the Nebraska News Service in January 2011 and signed up more than 60 newspapers, television stations and radio stations to cover state government news. [Florida A&M](#) has a Capital Bureau. Columbia University's [Graduate School of Journalism](#) has the [Columbia News Service](#). Arizona State University's [Cronkite News Service](#) began as newswire service similar to that of the Associated Press, with a current focus on public policy news that covers areas which serve the Arizona public. The University of Texas at Austin's [Reporting Texas](#) makes use of its location in the state's capital and serves as an open-source news service and outlet with links and partnerships to local news media outlets, and seeks to cover underrepresented groups and issues. The community journalism emphasis is one that stresses what happens at the local level in Austin and has larger impacts in other areas.

Washington, D.C. Coverage: Both [Northwestern's Medill](#) and Maryland's [Philip Merrill College of Journalism](#) have Washington D.C. news services. For example, Northwestern's [Medill Reports Washington](#) has an emphasis on enterprise reporting, multimedia, and online journalism. Though it has its own website and nightly television newscast in Maryland Merrill's [Capitol News Service](#) emphasizes partnerships with a large number of national and state media organizations as it covers Annapolis in addition to Washington, D.C..

is doing the exact opposite,” said [Brian Brooks](#), associate dean for undergraduate studies and administration.⁵⁵ Journalism students at Missouri will major in one of 25 interest areas, including Multimedia Producing, Multiplatform Design, News Design, and News Editing.⁵⁶ The convergence dilemma reflects larger industry uncertainty around the question of what the dominant forms of media will be in the future, if, indeed, it is possible to distinguish among media types at all.

Some schools have focused on the creation of interdepartmental “joint degrees” that they hope will better prepare their students for the journalistic world of the 21st century. Of course, joint degrees are nothing new; Columbia University, in particular, has offered numerous joint programs for many years, including Journalism and Business, Journalism and Law, and Journalism and Arts.⁵⁷

The most promising crop of new joint degrees focuses on the intersection of journalism and computer science, known as “hacker journalism.”⁵⁸ Both the [Medill School at Northwestern](#) and Columbia recently announced “hacker journalism”

programs.⁵⁹ As Medill describes its approach, “We want students who already have tech skills to come to Medill, learn the culture, craft and mindset of journalists, and figure out interesting ways of connecting technology and journalism. As you know, there are many ways the industry and the academy have tried to teach tech skills to journalists—the proposition here is that it would be interesting to see what happens if we teach journalism to tech types.”⁶⁰

The [Carnegie-Knight Initiative on the Future of Journalism Education](#) has also initiated [News21](#), an initiative for students to produce multimedia investigative reporting projects on a national scale, with newsrooms on campuses with journalism programs such as Arizona State, Berkeley, Columbia, Maryland, North Carolina, Northwestern, USC, and Syracuse. USC’s Patricia Dean, who is also co-director/news editor for the [USC News21 site](#), described the project as “a collaborative fellowship with 12 universities to teach and support innovative in-depth storytelling.” One of the recent project of this initiative has been a [transportation safety investigation](#), where 11 student reporters from

Using a magazine-based approach

[San Jose State University](#) has embraced a goal to inspire decision-makers at large and throughout Santa Clara County to contribute time, energy, and money to issues that the county faces by founding a print outlet, [SHiFT magazine](#). The writers, who are all students enrolled in the magazine sequence within the journalism school, aim to not only present a problem but also to provide a viable solution, using what they describe as “solution” journalism.

The magazine is completely student run. There are professors guiding the editorial, design, and broadcast aspects of the magazine, but students from all majors within the department work together to produce the content. The staff’s aim is to produce two issues per semester. Currently the magazine is mailed to 3,000 subscribers in Santa Clara County.

The magazine is an experimental outlet with respect to attempts to connect *SHiFT* magazine to content on the Internet. As Professor of Communications and Editor-in-Chief of *SHiFT* magazine, Thomas Ulrich, explained, the staff is implementing Quick Response (QR) coding in the magazine and “looking for ways to combine what we see as the finite nature of the magazine with the infinite nature of the Internet.”

As Ulrich explained further, “Our work as a school of journalism is vital to democracy. Our model [of a journalism school reporting on community issues] in some ways reflects the model that medical schools have for serving their communities and law schools have for serving theirs. So our idea is that much like law schools and medical schools, we are teaching our students to be professionals and preparing them to work in the field based on the skills they have learned in classes.”

News21 schools, in partnership with the Center for Public Integrity, produced content that has been published on msnbc.com and by the *Washington Post*.⁶¹

A key aspect of News21 is its focus on teaching — the general website featuring Explore and Compare sections breaking down past News21 projects, as well as resources for non-News21 schools to start their own programs.⁶²

As one student majoring in television explained to us:

I think more journalist students need to learn the production side of things for TV and radio and internet, so they should be required to take the classes for television arts majors...and interactive media. If they only know how to write, then they won't succeed in the real world; it is those that can do everything that will get jobs.⁶³

We can't agree more with the sentiment of this student.

Intra- and inter-university partnerships are emerging to support the needs of journalism programs in becoming community news providers

One surprising aspect of innovations related to journalism education is the extent to which they are occurring and are being supported from *outside* of the journalism program itself by universities as a whole. The question of the moment is how non-journalism programs are integrating journalism-related studies into their research and supporting journalism, even though they are not necessarily affiliated with the journalism programs themselves. The primary example of this is the recent emergence of law schools with centers for journalistic research and support. To name just a few of the most prominent examples, [Harvard](#) and [Yale](#) Law Schools recently established programs that support the production of quality journalism without being affiliated with any journalism programs through respectively their [Citizen Media Law Project](#) and

Legal support mechanisms for journalism

Operating within Harvard University's [Berkman Center for Internet & Society](#) since May 2007, the Citizen Media Law Project (CMLP) provides resources to citizen journalists across the country, as well as serving as a hub for research on the law's effects on and role in online journalism. In service of the former goal, CMLP operates the [Online Media Legal Network](#), founded in 2009 as "a network of law firms, law school clinics, in-house counsel, and individual lawyers throughout the United States willing to provide pro bono (free) and reduced fee legal assistance to qualifying online journalism ventures and other digital media creators." To date however, they have publicly claimed only six university associated clients among their 135 strong roster.

In February 2010, soon after Harvard began its program, Yale announced the creation of the [Media Freedom and Information Access Clinic](#) (initially known as a practicum), a joint effort of two Yale Law School programs, the [Information Society Project](#) and the [Knight Law and Media Program](#). Students work with media attorneys in firms and media organizations, mostly along the East Coast, with a focus primarily on access to government information, press access, transparency, and related issues, with the ultimate goal of increasing government transparency. According to Yale's initial press release, it has already been working on projects such as Freedom of Information Act requests and appeals on behalf of *The New York Times*.

In addition, the [National Freedom of Information Coalition](#) is housed at the [University of Missouri's Donald W. Reynolds Journalism Institute](#) and, with funding from the Knight Foundation, provides monetary support for journalistic legal actions as well as helping similar programs grow across the country. Programs such as the [Knight FOI Fund](#), created in January 2010 by the coalition, support freedom of information litigation. The [Student Press Law Center](#) also provides legal assistance.

[Media Freedom and Information Access Clinic.](#)

Logically, business schools are a place where we should see more partnerships and would have aided an organization such as CoPress, a student initiative to provide open-source online publishing platforms to college media outlets.⁶⁴ Moreover, partnerships with sometimes obscure and narrowly focused leading research centers might well benefit journalistic coverage. There are few examples of this type of business-journalism linkage, but the [Media Management Center](#) at Northwestern demonstrates its value. The work of the center, which is affiliated with both the [Kellogg School of Management](#) and the Medill School at Northwestern University, is centered on aiding in the survival and growth of media companies (i.e. the production of journalism). The research, field testing, and training based at the center's [Readership Institute](#) could be a particular boon when applied directly to a news outlet.

Journalism schools need to identify projects like this within their own universities and even outside the universities—projects that they can partner with or nurture, in turn receiving valuable services provided. If journalism programs make the effort, these intra-university partnerships can be instrumental in building a support structure for what journalists need to do on a practical level and how journalism as a whole needs to change in the near future. For example, another potential space for collaboration might occur where a journalism school team teams with a school of social work to identify and support better coverage of social care issues.

Open education resources and open source software communication platforms

Schools have often been keen to use all aspects of their experiences as key differentiators. However, the value in teaching students across open and freely licensed platforms, alongside the cost

Open Source in Practice

[VozMob](#) illustrates how open source platforms can be used on a practical level. Vozmob, also known as Mobile Voices or Voces Móviles, is a collaboration between the [Annenberg School for Communication](#) (ASC) at the University of Southern California and the [Institute of Popular Education of Southern California](#) to create “a storytelling platform for immigrants in Los Angeles to create and publish stories about their community directly from cell phones.” For its efforts, the project was featured on the front page of the *Los Angeles Times* on Sept. 19, 2010. Among other things, VozMob customizes Drupal and teaches LA-area immigrants how to use it. In this way VozMob, and ventures like it, are the outcome when a school adopts these tools—defining its purpose not only as a traditional journalistic endeavor but also media literacy (in terms of production) for communities and population subgroups that are traditionally ill-served.

efficiencies gained in the use of such platforms, combine to generate movement to abandon differentiation as value in several realms.

Open educational resources have been pushed forward by MIT's [OpenCourseWare](#) in particular, but are now developing further in such platforms as [Connexions](#), which posts lessons in online modules, and [Wikiversity](#), a collaborative learning community using wiki software. These resources show the value to the education sector overall of sharing content, which will drive schools to increasingly abandon differentiation of classroom materials as a competitive advantage, and will potentially require significant cultural change by professors accustomed to protecting their syllabi and sharing them only with registered students.

For the field of journalism in particular, a standout program for free and low cost material is [News University](#), founded in 2005 and operated by the [Poynter Institute](#). With more than 150 courses, the site has more than 150,000 registered users, including journalists, journalism students, and journalism teachers.⁶⁵ NewsU launched a [Syllabus Exchange](#), a partnership with the [Broadcast](#)

[Education Association](#), so that journalism educators can have access to a comprehensive database of course syllabi and other resources. (See *Appendices: Resources for Journalist Educators* below for more examples of journalism resources.)

Another vector in which it will likely be easier to achieve change is the adoption of open source software platforms. Not only are tools such as Drupal, Wordpress, and Audacity becoming industry standards (especially in these less wealthy times), they also permit the school to contribute to their continuing development with modules specifically tailored to news production.

As journalists skillsets are broadened and some journalist hacks become software hackers too, the necessary investment in new curricula and tools can be lowered by the sharing of curricula and adoption

of open source platforms. At the same time, the process will transform software tools and their users (future journalists) in ways that will easily translate outside the classroom and not result in additional software licensing costs should web outlets be set up.

Journalism education and media literacy

In a speech to a Brooklyn-area news and culture magazine fundraiser in the summer of 2009, C.W. Anderson (one of the authors of this report) argued that journalism schools need to go beyond simply teaching and training journalists; they need to take a more proactive role in educating students and citizens on issues of media literacy.⁶⁶ In the previously mentioned letter submitted to the FCC in Spring 2010, deans at 12 of the leading journalism

Cable access and community needs

The [University of La Verne Communication Department](#) runs two community television stations in the cities of San Dimas and La Verne. Both cities have a population of approximately 35,000 people. The stations are operated by the university, through a contract with the two cities. A very small paid staff covers events in both cities. In the fall, university students produce a video magazine program about people, places, and events in the surrounding community, and in the spring they produce a community news program.

The television outlets are run as traditional television stations. They are open with their content and provide community members with programs they would be unable to see on any other news stations. University of La Verne students create most of the programming. Much of the work created in university journalism classes goes on the air, and 30 productions are done each year using the university's remote production trailer. The student crew takes the trailer to the community and shoots different community events such as high school concerts, high school and university sports events, political candidate forums, and city council candidate forums.

Due to significant budget cuts, the stations are becoming more focused on general revenue and an ongoing challenge is figuring out how to survive. Professor of Communications at University of La Verne Donald Pollock also serves as station manager at *LVTV* (La Verne) and *KWST* (San Dimas). Pollock explained that the university has been very supportive of the stations, and both the communities and the cities value the coverage they produce. He says that the citizens "love that there is television coverage and promotion of city and different events." Pollock also explained that part of what the stations do is journalism and part of what they do is community TV. He said that "at the university we have TV news classes and we try to strike a balance between university news and community news for these stations. A lot [of the reporting we do] is cultural – but we try to focus on more hard news because we are training students to be in the journalism field. Both TV news shows are all student run, but they do a great job in also covering their communities."

Enrollment in the University of La Verne is currently increasing, however, and resources may grow in the form of an additional broadcast journalism professor allowing the stations to produce more stories despite their financial challenges.

schools broadened this call to argue that journalism schools should educate the populace in “read-write” media literacy—teaching citizens not only how to intelligently consume information but also how to produce it.

For example, [University of Maryland Philip Merrill College of Journalism](#) Professor [Ronald Yaros](#) teaches an innovative general education course called “Information 3.0: Exploring Technological Tools” on information management and technological literacy. Also at the University of Maryland, the scholarship and publicly-minded media literacy work of Susan Moeller has done much to shape the field.⁶⁷

On Sept. 12, 2010, the [Queens University of](#)

[Charlotte](#); was awarded a \$5.75 million grant to for digital and media literacy programs by the Knight Foundation has, not only for the School of Communication but also for the university’s core classes.⁶⁸ And Henry Jenkins transferred from MIT to USC’s [New Media Literacies Project](#), which centers on how the new generation participates, or does not participate, in media.

Such a trend arguably marks a shift in focus for many journalism programs, which have long been defined by their mission to train journalistic professionals in service of the news industry. Obviously, such work should remain at the core of what journalism schools do. Nevertheless, a few schools are supplementing their traditional curricula with media literacy programs, and more schools

Public safety and covering disasters

A vital role for college and university based journalism and media outlets is the reporting and coverage of disastrous events that affect both schools and the communities that surround them. In the wake of the April 27, 2011, tornado that hit the state of Alabama, the University of Alabama’s [The Crimson White](#) covered the disaster extensively. While the tornado and flooding disasters that took place in the southeast United States were leading news stories in the national press, comprising 15% of news during the first week, coverage of the disasters and their aftermath eventually declined. However, throughout the month of May 2011, the paper’s online site provided new and updated content covering the tornado and its aftermath. Two main headings provide readers with information in regards to “Tornado Coverage” and “Tornado Perspectives.” Available both in print and online, student reporters have been providing victim and eyewitness accounts and visual images of the disaster as well as asking for community photo submissions. They have also been reporting on responses to the disaster, including overall recovery efforts, community level responses, and responses made by the University of Alabama. The site also listed available volunteer opportunities on a daily basis as well as lists of materials most needed for donation.

Another instance in which campus media became key to coverage of a disaster was the 2007 Virginia Tech shooting, which the campus newspaper the [Collegiate Times](#), was the first outlet to report. As the story began to spread to mainstream news outlets, the staff of the Collegiate became [primary sources of information](#) for some of these outlets. The campus paper continued its coverage of the incident, and its release of internal public and private documents in regards to the shooting, known as the “[April 16th Documents](#),” became another example of disaster coverage that was covered before mainstream news outlets.

More proactively, The College of Journalism and Mass Communication at the University of Nebraska at Lincoln recently served as the media hub for a city emergency response exercise, a hint, perhaps, of the role it might play in disaster response.

When emergencies happen, journalism schools and campus media can offer both the student body and the communities that surround them comprehensive coverage that in conjunction with local news outlets can help foster an informed and active community. In instances when underserved areas might be afflicted with such disasters, colleges and universities have the unique opportunity to provide support utilizing the networking capabilities that students offer to instigate collective community action.

should be encouraged to join in.

Such efforts are taking hold before students reach college. [The Newseum](#) in Washington, D.C. offers materials for [journalism workshops](#) for elementary to high school students, while the mission of the [News Literacy Project](#) is to teach media literacy to middle and high school students on a national scale. High school teacher and Creative Commons Vice-Chair Esther Wojcicki, for one, believes that media literacy will be an integral element of high school journalism. She has piloted a program to teach media literacy in a 9th grade English module in Palo Alto, Calif.⁶⁹ Workshops that share journalism skills help to nurture the next generation of journalists, but can function is equally to also nurture the culture of digital/media literacy growing in today's world.

Many journalism schools already encourage media literacy in the community by hosting workshops or other programs for high school students. Boston University, along with the New England Center for Investigative Reporting, maintains an affiliation with [Write Boston](#), a program for inner-city high school students interested in writing and journalism.⁷⁰ Florida A&M helps manage a multimedia high school workshop, and Arizona State University's Cronkite School sponsors the Cronkite Institute for High School Journalism, "a consortium of programs that provide support and training for high school journalism students and their teachers."⁷¹

The most ambitious news literacy programs, however, are the [Stony Brook University Center for News Literacy](#) (founded in 2006 with a grant from [John S. and James L. Knight Foundation](#)) and the [Seattle Digital Literacy Initiative](#), a partnership between Seattle area public schools, local news outlets, and the Seattle-based [Common Language Project](#). The digital literacy initiative, which began in January 2010, starts with school visits from media makers and instructors and culminates with an annual week-long summer institute on the

[University of Washington](#) campus where students develop projects that will be featured on [PugetSoundoff.org](#). But if university and secondary school educators such as Wojcicki already see the value in media literacy, why should students stop learning these essential skills once they reach college, the time when they will need these skills even more as they attempt to take in, interpret, and effectively disseminate vast amounts of information? The Stony Brook University Center for News Literacy is unique amongst university-level media programs insofar as its mission is to teach *all* students at the college in news literacy skills, not simply journalism or communications students.

Colby College also makes a strong contribution in this area, with the [Elijah Parish Lovejoy Journalism and News Literacy Initiatives](#), including a [blog](#) that addresses the strengths and weaknesses of various news outlets and an [undergraduate news literacy course](#) in 2009.

As the ability of ordinary citizens to engage in acts of publicly relevant communication becomes more widely dispersed within the larger news ecosystem, journalism schools will find an opportunity for themselves and a desire by others for them to broaden their mission to that of creating an informed, media-literate society. Such a change would be broadly consonant with the mission of journalism schools across the country. It might also begin to solve the vexing problem of the relationship between profession-oriented journalism schools and the mission of the university more generally to create an informed and active citizenry.

Section III: Research and Development

J-Schools as research centers can grow considerably

To support the changes outlined above, research on aspects of both production and consumption of journalism will be very useful. As Dean of USC Annenberg, Ernest Wilson wrote in 2009 "the

academy must begin to produce more high-quality, relevant research that draws on rigorous traditions in the social sciences.”⁷² Unfortunately, historically, one of the systemic problems plaguing the journalism school / university relationship has been the severing of academic research and professional practice. Much of the academic research on the media, including journalism, is carried out at schools of communications or media studies; this includes a significant amount of research that journalism schools often view as interesting but irrelevant.

While the history and implications of this split are beyond the scope of this report, it is worth noting that the transformation in journalism is prompting a larger rethinking of the relationship between journalistic theory and practice. A number of centers have sprung up at journalism schools that specifically look to contribute to the growing body of research on various aspects of the future of journalism. Although these centers exist largely outside traditional J-schools, they do provide an opportunity to “take journalism seriously,” treating it as a legitimate site of scholarly activity.⁷³ Alongside these centers, the experimental media projects launched by journalism schools should include a research component in order to link best reporting practices into “best research practices” in a cycle of mutual benefit.

Research centers can propel the discussion on journalism education from various angles. They can produce pure research but also perform functions of outreach and journalistic production. For example, professors and student staff at Boston University’s above-mentioned investigative reporting unit [NECIR](#) produce research on investigative reporting and teaching young journalists, but also produce investigative reporting of their own. NECIR-BU also partners with [New England Ethnic News](#), a Web-based ethnic news service, so that the reporting is hosted on a variety of ethnic media outlets. Even supporting the research of just one person can make an impact in

the overall scheme of journalism, as we see with USC’s first “researcher in residence,” Nonny de la Peña,⁷⁴ who studies “immersive journalism” and has co-developed a project to create a virtual video-editing studio that was a 2010 [Knight News Challenge](#) winner.⁷⁵

At [American University’s School of Communication](#), the [Center for Social Media](#) “showcases and analyzes media for public knowledge and action—media made by, for, and with publics to address the problems that they share.”⁷⁶ The center’s [Future of Public Media project](#) has analyzed relevant public media efforts, policies, and technologies, and staffers create documents and events surrounding these areas. The [Center for Future Civic Media at MIT](#), a collaboration between the [MIT Media Lab](#) and the [Comparative Media Studies Program](#), researches what it calls the “Fifth Estate of participatory news, media, and civic change.”⁷⁷ In an earlier era, both of these centers might have been seen as producing research somewhat far removed from traditional journalistic concerns. But given the current news climate, in which meaningful journalism is increasingly being defined as the information that helps a public govern itself,⁷⁸ both of these centers produce scholarship that falls under the J-school umbrella. And other, more traditional centers for news research have also recently emerged. Two of the most prominent have been funded by the Tow Foundation. The [Tow-Knight Center for Entrepreneurial Journalism](#) at CUNY is tackling issues of media reinvention and new business models for news,⁷⁹ while the [Tow Center for Digital Journalism at Columbia](#) aims to “devise and publicize innovative methods of digital reporting and presentation.”⁸⁰

The [Donald W. Reynolds Journalism Institute \(RJI\)](#) at the University of Missouri focuses more specifically on delivering research on “technological and strategic innovations in journalism and advertising,” such as a proposal to bring Google’s Fiber for Communities initiative to Columbia, MO.⁸¹ And at the Arizona State University’s Walter

Cronkite School of Journalism and Mass Communication, a “new media lab” was launched in 2006—the [New Media Innovation Lab](#). Its goal is to help develop multimedia applications for media companies.

These J-school centers join other research institutes, such as the [Pew Research Center’s Project for Excellence in Journalism](#), which regularly releases a number of important reports such as the annual “State of the News Media” and a much quoted study of Baltimore’s news ecosystem.⁸²

Two of the premier research centers on journalism are not even based in a journalism program. Harvard’s [Nieman Foundation for Journalism](#) and its [Joan Shorenstein Center on the Press, Politics, and Public Policy](#) in [The Kennedy School of Government](#) have been producing some of the leading scholarship the academic study of journalism. Yet the nature of the study of journalism, a professional field, has largely been just that—academic.

In the meantime, as J-schools experiment with content production while the media ecosystems in the United States continue to evolve, this situation presents an opportunity for practitioners and researchers of journalism to collaborate more effectively. For example, the University of North Carolina has established [The Reese Felts Digital News Project](#), an experimental digital news and audience research initiative “designed to help news organizations adapt to the new media environment.”⁸³ With collaboration, research is more likely to result in practical gains for the field of journalism education as well as the profession.

J-schools and even news organizations themselves should foster a more collaborative relationship with academic research. News companies are increasingly concerned with the reception and impact of their news content. At the same time, academic research is increasingly concerned with developing an “on the ground” understanding of

news practices. There is much room for fruitful partnership.

All this should highlight several clear possibilities for public-oriented journalism research. Research centers could map media ecosystems to understand where news originates and how it moves. They could strive to understand, in greater detail, the overlap between digital journalism and digital politics in the 21st century. They might do research on public media in the U.S. They could try to understand the role played by algorithms in journalistic processes. They could examine comparative journalistic systems (on an international level) and how news organizations in different countries have adopted digital media (or have not done so). There are many possibilities.

Obstacles must be overcome before journalism programs can serve as effective community information providers

As Columbia Journalism School Dean Nicholas Lemann noted in a recent article in the *Chronicle Review*, “what journalism and the public most need right now is serious, continuing coverage of matters of public importance: city halls, school systems, statehouses. Journalism schools are not fully equipped to provide that now, but the logistical and financial difficulty of equipping them to do so would be far less than the difficulty of creating and sustaining new news organizations built from scratch. Like teaching hospitals, journalism schools can provide essential services to their communities while they are educating their students.”⁸⁴

Despite the forward-thinking efforts cataloged above, several obstacles remain before most journalism schools can become regular and meaningful contributors to their local news ecosystems. In excavating these rocks which block the road to progress, we found it useful to talk college journalists about the difficulties they have observed in watching their own schools struggle to produce useful community content.

“I think the biggest issue is having the quality and number of people you need to really do well in the local space,” one student leader told us. “On the academic side, it’s hard when you have people going from class to class, year to year and eventually graduating.”⁸⁵ Other students echoed these concerns. “Turnover and lack of resources are a huge obstacle. I also think that when there isn’t feedback from the community then the student journo feels like their work disappears into a black hole only to be looked at by a few eyes. They don’t quite understand how important they can be to the community.”⁸⁶ “I think people sometimes confuse ‘news collaboration’ with ‘time-and-money saver,’” said a third. “It doesn’t work out that way, especially when you’re dealing with student work. It takes more time from the editor when it may have just been faster, even cheaper, to use their in-house reporters.”⁸⁷

Michael Longinow, Chair of the Department of Journalism and Integrated Media at [Biola University](#), also urged caution, “The up-and-down seasonal flow of student energy into community media makes for haphazard coverage of the kind that turns away all but the most loyal advertisers. And loyalty is hard to get and tougher to keep.”⁸⁸

Clearly, there are limits on scale – small efforts won’t likely work unless in partnership with an outside outlet, and universities should be careful to identify partners and a viable path along which to travel. For a university to support this on a continuing basis, it will need to break even or have a clear payoff in terms of reputation or student recruitment.

There are also potential legal implications of any journalism program extending its reach into the community, and at least a percentage of J-schools recognize that. Of the 42 programs that answered this question on our questionnaire, 14 (33%) answered that they had explored how to deal with possible legal risks that arise from investigative journalism conducted in the community.⁸⁹

However, the implications of just one or two small programs entering litigation might well put a halt to others. As Geanne Rosenberg, director of [Jschoollegal.org](#), a project to develop a guide for journalism schools working as news providers, writes, “Journalism schools should appropriately and reasonably prepare for and mitigate legal risk to protect and advance their journalism.”⁹⁰

Several states, such as Maryland⁹¹ and Kansas,⁹² have just now passed shield laws that apply to student journalists. Some schools thinking hard about legal risks might be interested in turning to their local law school clinics for pro bono advice (see *University Partnerships* above), as well as to national groups such as [Lex Mundi](#), the [Student Press Law Center](#), and the [Reporters Committee for Freedom of the Press](#).

It is accepted wisdom that journalism is necessary for society, just as services such as engineering and sanitation are, but the costs of journalism are often too much to sustain local reporting. One way to make sure someone is picking up the slack and producing local journalism would be for the federal government to fund journalism student scholarships. Development of a Federal Scholarship Program for deserving journalism students would go a long way toward supporting the production of local journalism, though the grants should be specifically limited to higher education institutions that offer active programs for providing news and information to their surrounding communities. Doing this via state colleges that accept all applicants and give scholarships on the basis of academic performance could hardly be construed as generating any conflict of interest in reporting that emerges.

Journalistic institutions themselves—both local media and local educational organizations should bear the burden of overturning these barriers. It is too much to expect enterprising students to shoulder the costs of innovation on their own, which is all too

often what happens during the short time enterprising young people are students.

As one student observed,

The best general solution to these issues is to build a real institution (in a general sense) to cover the community. Success seems to come when the school is really dedicated to the mission and you have a project led continuously by the same faculty member(s), or, on the student news org side, you have a strong newsroom culture that carries on from year to year, as is more common with the big independent dailies.⁹³

Like so many aspects of journalism in this current transitional moment, the burden of institution-busting entrepreneurship, ironically enough, lies with institutions.

Section IV: Conclusion and a path forward

The mission for journalism programs at universities and colleges has become broader than ever before. As Eric Newton of the Knight Foundation said in a pre-conference address to the Association for Education in Journalism and Mass Communication (AEJMC) in 2010 titled “Journalism Schools as News Providers: Challenges and Opportunities,” there are four “transformational trends” in journalism education right now:

- connecting with the whole university;
- innovating content and technology;
- teaching open, collaborative models; and
- providing digital news in new, engaging ways.

Undertaking the production of solid reporting requires engaged teaching, both technical and journalistic. And that teaching requires schools to critically examine the innovations cataloged above to

determine which (if any) are appropriate to their situation.

It is also worth emphasizing that in a world where many more people will participate in politics by making media, it is critically important that students acquire what we might call “communicative” literacy. Therefore, universities should recognize the importance of committing greater resources to journalism education than they have in the past.

Moreover, to build the effectiveness and quality of community journalism, both youth and adults should have access to journalism training programs not only through traditional institutions of higher education but also in schools, at community centers, and via other anchor institutions. Such programs would give people an understanding of media systems that will allow them to be critical participants in today’s read-write media world. Such programs would give people the tools to create their own media, essential in today’s environment of media industry upheaval, including education in writing, research, interviewing, and radio and video production. Such comprehensive training programs would also give people an understanding of media infrastructure and policy, allowing them to meaningfully engage in debates about regulation of and spending on media and telecommunications.

For the changes outlined above to occur, a shift in funding streams is required to help sustain diverse, robust journalism; community-based reporters; non-profit journalists; and traditional newsrooms.

Based on our research, we make the following recommendations for changes within journalism programs in higher education institutions:

- **Increase coverage of local communities outside the university or college in conjunction with local media.** Beyond simply reporting on their communities, journalism schools should involve them as well. Given the theoretically widespread ability of ordinary people to access media-making tools, journalism schools have a responsibility to

help ensure this access and make sure citizens are media literate.

- **Redraw the boundaries of journalism education so that programs provide a broader set of skills for the multiplatform (often entrepreneurial) journalist of the future.** Ensure that students gain not only writing ability and journalistic ethics but also develop strong data analysis skills alongside multi-media production skills.
- **Extend and increase partnerships among journalism programs and other programs within the university and college.** Journalism programs are already advancing creative partnerships with other university divisions and departments. We encourage these partnerships, but push for more. In particular, journalism programs may wish to consider partnering with schools of public policy, departments of sociology and social work, and law schools. Collaboration on the legal front is important. Law students could support freedom of information requests or through clinical work contribute to legal defense efforts should subjects of reporting respond with legal suits.
- **Collaborate with other journalism schools on state and federal news bureaus.** The opening of bureaus by schools could have a more significant impact if they were structured to engage multiple schools at the state and national level.
- **Collaborate on adoption of open education materials and freely licensed open software platforms.** This will have two major benefits. First, doing so will save costs by using what exists already. Second, by contributing actively to shared platforms of knowledge that are freely accessible and openly licensed by many schools and structured in a way that permits tailoring by individual professors, the quality of such tools will rise. Adoption and development of freely licensed software will not only save schools valuable dollars but will also permit them to

extend their curricula in multiple directions easily. Budding computer-assisted journalism students will be able to create extensions, and the use of such tools publicly will be permitted without cost. Doing so in a way that encourages sharing of such improvements will result in improvements at not only a single school but the field as a whole.

- **Experiment with ways to move aspects of journalism education to the center of undergraduate core curriculums.** Journalism schools are becoming increasingly responsible for securing widespread “read-write” media literacy in today’s media ecosystem.⁹⁴ Media literacy courses such as the Maryland course mentioned above can provide a valuable service to the university as a whole, aiding student engagement on campus and elsewhere and raising the journalism program’s profile in these times that continue to be characterized by tight budgets.
- **Extend and focus research towards an agenda that clearly locates journalism in relation to its role in local democracy.** Many research centers at journalism programs were founded only recently, within the past five years. This is an encouraging trend, but R&D can and should produce even more research that is of practical use, such as in the areas of alternative business models and new platforms for news delivery. Publicly relevant communications scholarship should also revisit much of the accepted academic wisdom about journalism in light of the massive changes in the news industry over the past 25 years.⁹⁵

There are more than 400 schools with some sort of journalism program in the country (see *Map 1*), and it is hard to articulate directions and policy solutions that would aid all of them. Nevertheless, we believe there are several areas where action by other stakeholders, including government at all levels,

would result in an operating environment better attuned to a healthy and independent media sector:

We call on the media industry to:

- **Make a stronger financial commitment to supporting innovative thinking, research, and curriculum development in the journalism field.** This could take the form of commissioning research, funding research and development centers, or seconding reporters to schools for short periods.
- **Partner with journalism programs in providing formal internship programs and accreditation of work experience.** Internships have long existed, but there is an opportunity to create more structured opportunities that provide and attest to the breadth of an intern's experience.

We call on community foundations to:

- **Provide funds for support of community media outlets through journalism programs.** National foundations have donated considerable funds into supporting flagship projects. Extending the innovation will likely require funding from local community foundations as well.

We call on the federal government to:

- **Create a special fund for journalism scholarships to support participation in media production, especially for disadvantaged students, through the Corporation for Public Broadcasting (CPB).** In this way, students would be able to pursue the study of journalism and, in so doing, become de facto local journalists—ensuring that small communities do not suffer as a result of cutbacks at commercial news outlets. Similar to the federal STEM program providing funding for students to study science and technology, the federal government should explore a community information scholarship program for students. This could perhaps be done via the CPB and limited to only those programs that have a media outlet that engages students.

- **Support new partnerships between universities and private and public broadcasting entities such as NPR, PBS, and the CPB, and also between local stations and journalism programs.** Some schools have conducted practically-oriented research for public broadcast national entities, but there are ample opportunities to do more, from internships to joint research to more direct engagement with news collection and distribution.
- **Fund further research through the National Science Foundation to understand the role of community media outlets** – especially with respect to the use of the tidal wave of new mobile devices.
- **Urge the Federal Communications Commission to look favorably on experimental license applications from journalism and communications schools to explore new forms of media distribution.** With the blessing of the federal government, the concentrated efforts of J-school research centers will lead to the discovery and testing of different platforms that might provide the key to a sustainable mode of journalism for the future.

We call for regulators and lawmakers at all levels of government to:

- **Regularly call on journalism schools at hearings and in requests for comments.** By performing a more visible role in government deliberations, journalism programs can justify their value to their cash-strapped colleges and universities and also demonstrate the value of the research being conducted at J-schools.
- **Support journalism programs so that they can be fully engaged as producers of community journalism, not simply as teachers of journalists.** Journalism schools with the capacity to do so would become the informational equivalent of university teaching hospitals.⁹⁶ Local innovations suitable to the particular contexts of each state

would result in more support as well as providing experimental knowledge for other states to consider.

All this being said, such efforts can only partially fill the need for local journalism. Young students are only temporarily engaged in their studies and have long breaks over the summer, so they do not have the time to learn complex beats such as city hall as a long-time reporter would. Ultimately, the provision of public accountability journalism is only going to occur if these graduates find a way to continue to be journalists.

Though many changes to journalism programs have occurred against the background of a decade of tumult in the industry an even greater change for many programs would be attitudinal. They must start to think about their mission and their purpose in terms different than they have used to date. **Journalism programs must be thought of and begin to think of themselves as more than simply just the teachers and trainers of journalists, but rather as the anchor-institutions involved in the production of community-relevant news that will benefit the entire local news ecosystem.** The best model for this endeavor is the teaching hospital, which does not just turn out doctors but which also makes patients healthy, and explores innovations in the practice of medicine in parallel. More than simply teaching students to think and act like journalists, schools will thus help their students understand their role and place in the emerging information ecosystem of the 21st century just as medical residents become doctors through practice.

Journalism schools and programs represent an incredible national resource. How many media outlets could boast of 446 bureaus distributed across the length and breadth of the United States? They should not be seen as bit players any longer. The outlets they host can aspire to produce real journalism rather than acting as mere training grounds. However, meeting this challenge will

require even more of journalism education institutions than it has in the past.

We hope that journalism programs will embrace the challenge to reinvent themselves in an increasingly digital century. In a world of proliferating communication technologies, journalism schools have the opportunity to become the anchor for essential community journalism in the 21st century.

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APPENDICES

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New America Foundation National Journalism School Survey-Summer 2010

Much of the discussion of journalism in the U.S. tends to focus on the activities and actions of the same two dozen journalism programs, as if these schools represent journalism education as a whole. However, it is important to keep in mind that, by our count, there are approximately 500 journalism and mass communication programs within higher education institutions in the United States. Any discussion of the future of journalism education needs to keep this fact in mind, as cumulatively, these programs represent a massive, relatively untapped communications resource. For this reason we sought to survey the breadth of the institutions.

Methodology

We developed a comprehensive list of all journalism programs (undergraduate and/or graduate departments and we attempted to gather the following data for all schools:

- Number of students studying journalism (undergraduate and graduate)
- Number of professors in the university/college (full-time and part-time)
- Number of journalism professors (full-time and part-time)
- College media: college newspaper, college radio, college television, other college media
- Journalism programs (majors, concentrations)
- Number of journalism courses
- Innovations (curriculum reform, research centers, etc.)

- Undergraduate/graduate program cost (per credit and annual tuition for in-state residents and nonresidents)

We sent a 13-question survey to 448 educational institutions we identified as potentially teaching journalism at at least the bachelor's degree level for two reasons: (1) to get accurate numerical data for categories that are not always in the public sphere (i.e. readily accessible on department websites or in department literature), such as exact head counts of journalism majors and part-time vs. full-time journalism faculty, and (2) to give the schools and opportunity to tell us in their own words about their curriculum reforms and other innovations.

As of December 31st, 2010, we had received 57 partial or full responses to the survey (see *List of Journalism Programs that Replied to New America Foundation National Journalism School Survey-Summer 2010* below). While this is not enough to give a representative sample or to permit us to use the answers to certain questions in our analysis, it was enough to see certain trends in journalism education apparent across a range of small, medium, and large programs.

We subsequently examined the websites of all schools in the sample and validated they provided journalism classes and claimed to be preparing students for reporting careers. In a small number of cases we identified the school was only offering associate degrees or failed to offer, or to claim to offer journalism classes (that is they offered communications or technical media production classes only). When this was the case we eliminated the school from our sample. That said, our approach was to include a school that claimed to teach journalism or that responded to the questionnaire suggesting they did so.

All other data is from the schools' websites or interviews unless specified otherwise.

List of Journalism Programs that Replied to New America Foundation National Journalism School Survey-Summer 2010

As of Dec 31st, 2010, the following 57 schools had responded to the survey:

- | | |
|---------------------------------------------|--------------------------------------------|
| 1. Angelo State University | 30. Monmouth College |
| 2. Arizona State University | 31. Niagara University |
| 3. Barton College | 32. North Dakota State University |
| 4. Bluffton College | 33. Oklahoma City University |
| 5. Boston University | 34. Pennsylvania State University |
| 6. Cabrini College | 35. Radford University |
| 7. California Polytechnic State University | 36. Rider University |
| 8. California State University, Chico | 37. Rowan University |
| 9. California State University, Fullerton | 38. Santa Clara University |
| 10. California State University, Sacramento | 39. Southeastern Louisiana University |
| 11. Campbell University | 40. Southern Nazarene University |
| 12. Canisius College | 41. St. Bonaventure University |
| 13. Clark College | 42. Tennessee Tech University |
| 14. East Carolina University | 43. University of Delaware |
| 15. East Tennessee State University | 44. University of Detroit-Mercy |
| 16. Eastern Michigan University | 45. University of New Hampshire |
| 17. Elon University | 46. University of North Alabama |
| 18. Florida A&M | 47. University of Southern California |
| 19. Florida Southern College | 48. University of Southern Indiana |
| 20. Florida State University | 49. University of Texas at Austin |
| 21. Fordham University | 50. University of West Florida |
| 22. George Mason University | 51. University of Wisconsin at River Falls |
| 23. Harvard University | 52. Washburn University |
| 24. Lenoir-Rhyne University | 53. Webster University |
| 25. Louisiana College | 54. West Texas A&M University |
| 26. Louisiana Tech University | 55. Western Washington University |
| 27. Louisville University | 56. Winston-Salem State University |
| 28. Middle Tennessee State University | 57. Winthrop University |
| 29. Missouri Southern State University | |

Resources for Journalist Educators

Curriculum Resources:

- [Connexions](#): A place to view and share educational material made of small knowledge chunks called modules that can be organized as courses, books, reports
- [Curriki](#): Open Source Curriculum for grades K-12, (Search for: journalism resources.)
- [Online Degree World](#): [100 Free Open Courseware Classes on Journalism, Blogging and New Media](#)
- [Wikiversity](#): Future media classes
- [Open Courseware Consortium Journalism Classes](#): The OpenCourseWare Consortium is a worldwide community of universities and associated organizations committed to advancing OpenCourseWare and its impact on global education
- [BBC Academy](#): online modules and guides free to use. Originally designed for BBC staff and in publishing them here we have not made many editorial changes to them
- [Berkeley Multimedia and Technology Training](#)
- [J-Lab: The Institute for Interactive Journalism](#), American University. helps journalists and citizens use [digital technologies](#)
- [Dart Center for Journalism and Trauma](#), Columbia University: Resources for Journalists Who Cover Violence
- [Audio archive of speakers at The Columbia Journalism School](#)
- [Center for the Study of the Public Domain](#), Duke University
- [Online Journalism resources](#) by Mindy McAdams (University of Florida)
- [Journalists Resource](#), Harvard: The site provides access to scholarly reports and papers on a wide range of topics, syllabi for educators and skills-based reference material.
- [News University](#)-online journalism courses e.g. [Online Media Law: The Basics for Bloggers and Other Publishers](#)
- [MIT OpenCourseWare](#)-online journalism courses can be found under [Comparative Media Studies](#) and [Writing and Humanistic Studies](#)
- [Radio College](#): Resources for learning radio production from [The Association of Independents in Radio](#)
- [University of Iowa Journalism Resources](#)
- [University of Minnesota Institute for New Media](#) [online tutorials](#)
- [USC OJR: The Online Journalism Review Online Journalism 'How-To' Guides](#)
- [MORFORU](#): Washburn University Mass Media Wiki
- [EditTeach](#): Offers resources for editing professors, students and working professionals to help strengthen the craft of editing and support the work of editors.
- [NewsCollege](#) : an online educational resource with an emphasis on practical tips.
- [YouTube Reporters' Center](#)
- [JProf](#): Web site for those interested in journalism, especially teachers and students.
- [Society of Professional Journalists: Training Materials](#)

Organizations

- Association for Education in Journalism and Mass Communication ([AEJMC](#)): Nonprofit, educational association of journalism and mass communication educators, students and media professionals.
- [Associated Collegiate Press](#): National membership organization for college student journalists
- [Broadcast Education Association](#): professional association for professors, industry professionals and graduate students who are interested in teaching and research related to electronic media and multimedia enterprises.
- [College Broadcasters Inc.](#): represents students involved in radio, television, webcasting and other related media ventures
- [College Media Advisors](#): helps student media professionals improve their media operations.
- [College Newspaper Business and Advertising Managers Inc.](#): Membership organization of college students on the business side of college media.
- [Journalism Association of Community Colleges](#)
- [Journalism Education Association](#) (For teachers at the High School level)
- [Newseum](#): Offers field trip support and other resources for educators as part of the museum resources.
- [Society for Collegiate Journalists](#): Membership organization for college journalists
- [Student Press Law Center](#): Advocate for student First Amendment rights, for freedom of online speech, and for open government on campus.

College wire services

- [Black College Wire](#): is a news service established to promote the journalistic work of students at predominantly black colleges and universities and link those young journalists to training and employment opportunities in the field
- [ReznetNews](#): Native American news, information and entertainment Web site that also trains and mentors American Indian college students around the country as they prepare for journalism careers.

- [Uwire.com](#): wire service that aggregates the best content from more than 800 newspapers daily and redistributes it to member outlets.

Blogs on College Media

- [College Media Matters](#)
- [Innovation in College Media](#)

Other media focused on College and University

- [Campus Overload](#) (Washington Post)
- [Huff Post College](#)
- [USA Today College](#)

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MAIN OFFICE
1899 L Street, NW
Suite 400
Washington, DC 20036
Phone 202 986 2700
Fax 202 986 3696

CALIFORNIA OFFICE
921 11th Street
Suite 901
Sacramento, CA 95814
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